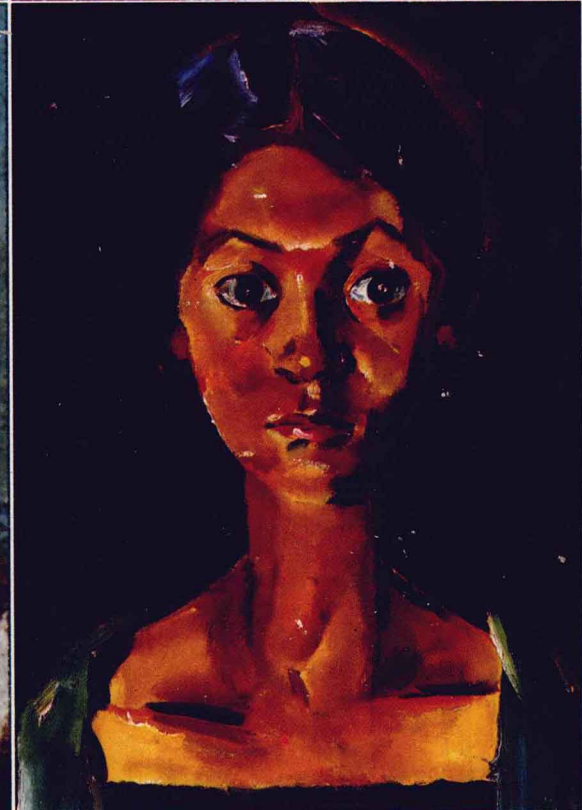
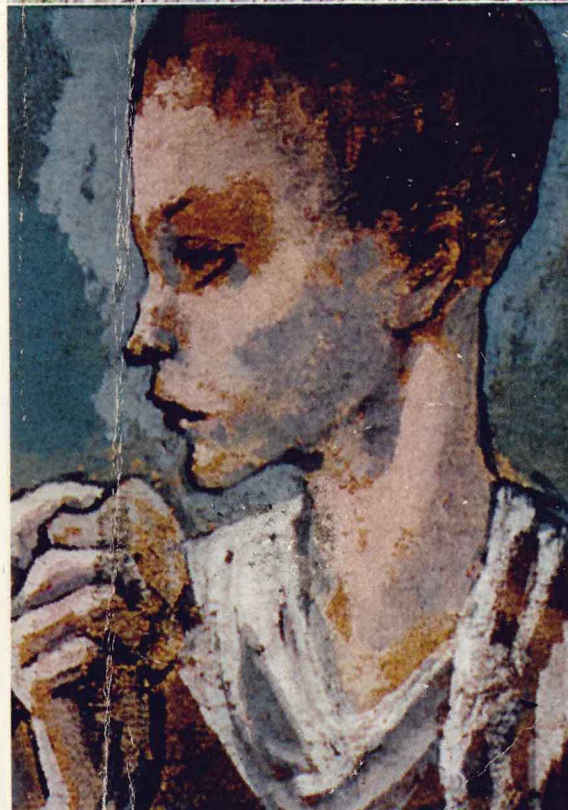
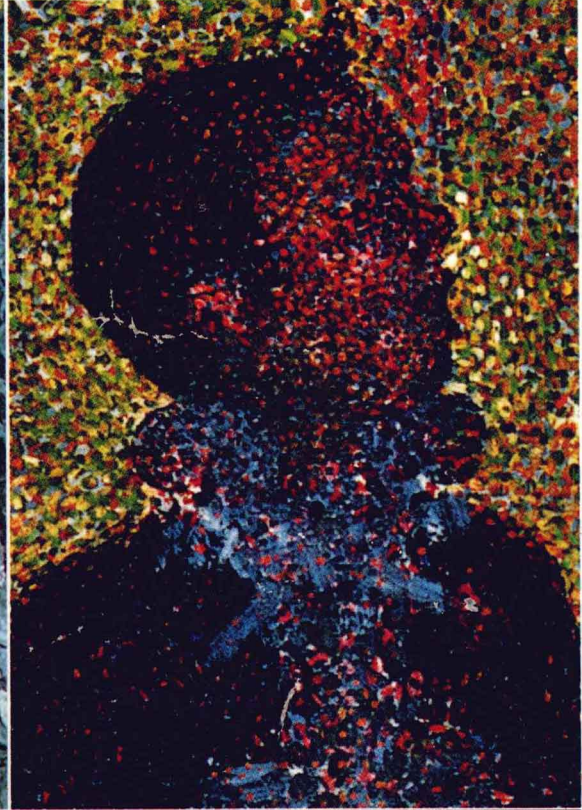


SEVENTH EDITION

# ADOLESCENCE



JOHN W. SANTROCK

SEVENTH EDITION

# *A*DOLESCENCE

JOHN W. SANTROCK

UNIVERSITY OF TEXAS AT DALLAS



Boston, Massachusetts Burr Ridge, Illinois Dubuque, Iowa  
Madison, Wisconsin New York, New York San Francisco, California St. Louis, Missouri

# McGraw-Hill

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# PREFACE



This book is the seventh edition of *Adolescence*. The seven editions span almost two decades. If anything, the journey of adolescence grows in fascination for me. This is an exciting time to study and write about adolescent development. Scholars around the world are making new discoveries and developing new insights about virtually every domain of adolescent development at a much faster pace than in previous decades. The field of adolescent development is also maturing to the point where the knowledge that is being gained can be applied to adolescents' lives to improve their adaptation, health, and well-being.

When I wrote the first edition of *Adolescence*, I wanted to construct a book that portrays the study of adolescent development in both a scientific *and* an interesting manner. The seventh edition of *Adolescence* continues my effort to both inform and motivate the reader.

## SCIENCE AND RESEARCH

Above all else, the seventh edition of *Adolescence* is an extremely up-to-date presentation of research in the three primary domains of development: biological processes, cognitive processes, and socioemotional processes. Research on biological, cognitive, and socioemotional development continues to be the core of the book. This core includes both classic and leading-edge research.

## Research Updates

Approximately 30 percent of the references in the seventh edition of *Adolescence* are new. More than 400 come from 1995, 1996, 1997, and in-press sources.

## Expert Consultants

The extensive research agenda in many different domains of adolescent development makes it virtually impossible for authors to provide a completely up-to-date rendering of content in all areas. To considerably improve the research content in many areas, the seventh edition of *Adolescence* underwent the most extensive review process of any of the book's seven editions.

For the first time in the seven editions of the book, each individual chapter was reviewed in depth by an expert in the content area of the chapter. The following

truly outstanding experts each served as a research and content advisor for a single chapter in *Adolescence*, seventh edition:

Chapter 1: Introduction

**Daniel Offer**, University of Michigan

Chapter 2: The Science of Adolescent Development

**Glenn Elder**, University of North Carolina

Chapter 3: Biological Processes and Physical Development

**Elizabeth Susman**, Pennsylvania State University

Chapter 4: Cognitive Development and Social Cognition

**Daniel Lapsley**, Brandon University

Chapter 5: Information Processing and Intelligence

**Daniel Keating**, Ontario Institute for Studies in Education

Chapter 6: Families

**Joseph Allen**, University of Virginia

Chapter 7: Peers

**Wyndol Furman**, University of Denver

Chapter 8: Schools

**Allan Wigfield**, University of Maryland

Chapter 9: Culture

**Nancy Busch-Rossnagel**, Fordham University

Chapter 10: The Self and Identity

**James Marcia**, Simon Fraser University

Chapter 11: Gender

**Carol Beale**, University of Massachusetts

Chapter 12: Sexuality

**P. Lindsay Chase-Lansdale**, University of Chicago

Chapter 13: Moral Development, Values, and Religion

**James Rest**, University of Minnesota

Chapter 14: Achievement, Careers, and Work

**Harold Grotevant**, University of Minnesota

Chapter 15: Adolescent Problems

**Joy Dryfoos**, Hastings-on-Hudson, NY

Chapter 16: Health, Stress, and Coping

**Nancy Leffert**, Search Institute, Minneapolis

In addition, the following individuals recently provided evaluations and feedback to John Santrock's other texts that improved the quality of *Adolescence*, seventh edition:

**Steven Ceci** Cornell University  
**Daniel Hart** Rutgers University  
**Lawrence Walker** University of British Columbia  
**Cynthia Graeber** Columbia University  
**Diana Baumrind** University of California, Berkeley  
**Janet Spence** University of Texas, Austin  
**Sandra Graham** UCLA  
**Florence Denmark** Pace University  
**David Buss** University of Michigan  
**James Jones** University of Delaware  
**Stanley Gaines** Pomona College  
**Richard Brislin** University of Hawaii  
**Seth Kalichman** Georgia State University  
**Jane Halonen** Alverno College  
**Raymond Paloutzian** Westmont College  
**James Pennebaker** Southern Methodist University

These two groups of leading researchers provided invaluable suggestions that are reflected in changes made throughout the seventh edition of *Adolescence*. They have made *Adolescence* a far more accurate, up-to-date portrayal of research on adolescent development in the late 1990s.

## Research on Adolescence— Chapter Endpieces

An important new feature in *Adolescence*, seventh edition, is **Research on Adolescent Development**, which appears in the endpiece of each chapter, called “Exploring Adolescent Development.” To fully understand the field of adolescent development, students need to explore how the research process works. These endpieces provide students with opportunities to see how scientists who study adolescent development actually conduct research investigations. In the first two chapters, students will learn why research on adolescence is important and how the research journal process works. In each subsequent chapter, students will read a minisimulation of a journal article on one of the chapter's topics.

## IMPROVING THE LIVES OF ADOLESCENTS

I hope that when they complete this book, students not only will have acquired a much better understanding of the scientific basis of adolescent development, but also will have increased their wisdom about practical applications to the real lives of adolescents. The seventh edition of *Adolescence* includes extensive information that can be used to improve the lives of adolescents. The increased emphasis on applications appears throughout the book.

## Social Policy

A special effort was made to increase the coverage of social policy issues regarding adolescent development. Among the new discussions of social policy are those pertaining to families, peers, schools, sexuality, and the media.

## Adolescent Health and Well-Being

This chapter endpiece, the second part of “Exploring Adolescent Development,” describes a number of issues in adolescent health and well-being, as well as programs that can be used to intervene in the lives of at-risk adolescents.

## Practical Knowledge About Adolescence

This end-of-chapter feature provides descriptions and evaluations of books that will expand students' knowledge about practical applications that can improve the lives of adolescents.

## Resources for Improving the Lives of Adolescents

Another unique end-of-chapter feature in *Adolescence*, seventh edition, is the section **Resources for Improving the Lives of Adolescents**. This popular feature was introduced in the sixth edition of the book and has been significantly expanded and modified in this edition. The section lists phone numbers, addresses, brochures, and books that can be used by students and instructors when questions arise about helping adolescents improve their lives.

## Culture, Poverty, Ethnicity, and Gender

In this edition the coverage of culture, poverty, ethnicity, and gender was extensively updated. Previous editions of *Adolescence* have been leaders in including up-to-date coverage of these important topics. The current edition is no exception, and many chapters include topics on culture, poverty, ethnicity, and gender not found in other texts on adolescence. Each chapter of *Adolescence* also has a **Sociocultural Worlds of Adolescence** box.

## LEARNING SYSTEM

I continue to strive to make this book more student-friendly. I have explored alternative ways of presenting ideas and continue to ask college students of all ages to give me feedback on which strategies are most effective. Covering all of adolescent development's many topics in one book and one course is a challenging task, requiring clear writing and an effective pedagogical system. The learning system in the seventh edition of *Adolescence* includes the following.

## Visual Student Preface

Just after the preface, students will come across “To the Student,” a visual student preface in which the learning system is visually presented along with information about how to use it effectively.

## Beginning of Chapter

The learning system at the beginning of the chapter includes a chapter outline, a preview section, and a high-interest “Images of Adolescence” lead-in to the chapter material.

## Within Chapter

Twice in each chapter, concept tables review the main ideas that have been presented so far. Key terms are bold-faced and defined in italics within the text. Visual figures and tables summarize important information. Quotations are sprinkled throughout each chapter to stimulate further thought about topics.

**Critical Thinking About Adolescence** is a new feature in this edition of *Adolescence*. Twice in each chapter, students will read brief boxes that encourage them to stretch their thinking about an aspect of adolescent development related to the chapter material. In addition, the nature of critical thinking about adolescent development is discussed toward the end of chapter 1. Jane Halonen of Alverno College, a leading expert on critical thinking in teaching psychology, served as the critical-thinking consultant for *Adolescence*, seventh edition. She provided advice about how to include critical thinking in the text and wrote some of the critical-thinking boxes.

## End of Chapter

An “Overview” section includes a brief summary of the chapter and encourages students to again read the concept tables for a more detailed review. The “Overview” also includes a new feature—a Cognitive Map—that provides students with a visual organization of the chapter’s contents. A listing of page-referenced Key Terms follows. Key Terms are also defined in a glossary at the back of the book.

## Student-Friendliness

The text is extremely clear and well organized. Examples of concepts are given at every step of the way. The conversational writing style engages students to think about their own adolescence and the lives of other adolescents. The book also has cartoons, beautiful photographs and artpieces, and many applied features. If students enjoy this book and feel they have considerably more knowledge about both the scientific and the applied worlds of adolescence upon finishing it, then I will have reached my goals for the book’s seventh edition.

## ANCILLARY MATERIALS

The *Instructor’s Course Planner*, the key to this teaching package, was created by Allen H. Keniston and Blaine F. Peden of the University of Wisconsin–Eau Claire. Allen and Blaine are both award-winning teachers and active members of the Council of Teachers of Undergraduate Psychology. This flexible planner provides a variety of useful tools to enhance your teaching efforts, reduce your workload, and increase your enjoyment. For each chapter of the text, the planner provides an outline, an overview, learning objectives, and key terms. These items are also contained in the *Student Study Guide*. The planner also contains lecture suggestions, classroom activities, discussion questions, integrative essay questions, a film list, and a transparency guide. It contains an abundance of handouts and exercises for stimulating classroom discussion and encouraging critical thinking.

The *Test Bank* was constructed by Lynne Blesz Vestal. This comprehensive test bank includes over 1,600 new multiple-choice test questions that are keyed to the text and learning objectives. Each item is designated as factual, conceptual, or applied as defined by the first three levels of Benjamin Bloom’s *Taxonomy of Educational Objectives* (1956).

The questions in the *Test Bank* are available on Micro Test III, a powerful but easy-to-use test-generating program by Chariot Software Group. Micro Test is available for Windows and Macintosh. With Micro Test, you can easily select questions from the *Test Bank* and print a test and an answer key. You can customize questions, headings, and instructions, you can add or import questions of your own, and you can print your test in a choice of fonts if your printer supports them.

The *Student Study Guide* was also created by Allen H. Keniston and Blaine F. Peden of the University of Wisconsin–Eau Claire. For each chapter of the text, the student is provided with an outline, an overview, learning objectives, key terms, a guided review, study questions (with answers provided for self-testing), and an integration and application question. The study guide begins with the section “Developing Good Study Habits” to help students study more effectively and efficiently.

The *Human Development Transparency Set*, second edition consists of 141 acetate transparencies. These full-color transparencies, selected by author John Santrock and Janet Simons, include graphics from the text and various outside sources and were expressly designed to provide comprehensive coverage of all major topic areas generally covered in life-span development. A comprehensive annotated guide provides a brief description for each transparency and helpful suggestions for use in the classroom.

A large selection of **Videotapes**, including *Seasons of Life*, is also available to instructors, based upon the number of textbooks ordered by your bookstore.

The *Human Development Interactive Videodisc Set*, produced by Roger Ray of Rollins College, brings lifespan development to life with instant access to over 30 brief video segments from the highly acclaimed *Seasons of Life* series. The 2-disc set can be used alone for selecting and sequencing excerpts, or in tandem with a Macintosh computer to add interactive commentary capability, as well as extra video and search options.

The *AIDS Booklet*, fourth edition, by Frank D. Cox of Santa Barbara City College is a brief but comprehensive introduction to acquired immune deficiency syndrome, which is caused by HIV (human immunodeficiency virus) and related viruses.

*The Critical Thinker*, written by Richard Mayer and Fiona Goodchild of the University of California, Santa Barbara, uses excerpts from introductory psychology textbooks to show students how to think critically about psychology. Either this or the AIDS booklet are available at no charge to first-year adopters of our textbook or can be purchased separately.

## Annual Editions®

Magazines, newspapers, and journals of the public press provide current, first-rate, relevant educational information. If in your adolescent development course you are interested in exposing your students to a wide range of current, well-balanced, carefully selected articles from some of the most important magazines, newspapers, and journals published today, you may want to consider *Annual Editions: Child Growth and Development*, published by Dushkin/McGraw-Hill. *Annual Editions: Child Growth and Development* is a collection of over 40 articles on topics related to the latest research and thinking in child development.

## Taking Sides™

Are you interested in generating classroom discussion and finding a tool to more fully involve your students in their experience of your course? Would you like your students to become more active learners and to develop critical thinking skills? Lastly, are you intrigued by current controversies related to issues in childhood and development? If so, you should examine a new publication from Dushkin/McGraw-Hill, *Taking Sides: Clashing Views on Controversial Issues in Childhood and Society*, edited by Professors Robert L. DelCampo and Diane S. DelCampo of New Mexico State University. *Taking Sides*, a reader that takes a pro/con approach to issues, is designed to introduce students to controversies in childhood and development. The readings, which represent the arguments of leading child behaviorists and social commentators, reflect a variety of viewpoints and have been selected for their liveliness, currency, and substance. There are 17 issues, which are grouped into four parts according to the four developmental phases of childhood: infancy, early childhood, middle childhood, and adolescence. The issues are self-contained and designed to be used independently.

## Primis Custom Publishing

Primis Custom Publishing allows you to create original works or tailor existing materials to suit your students' needs. All you need to do is organize chapters from your McGraw-Hill textbook to match your course syllabus. You control the number of chapters, pieces of art and end-of-chapter materials appropriate for your course. You may also include your own materials in the book. With Primis Custom Publishing all the choices are yours. In a few short weeks after consulting with us you can have a professionally printed and bound book delivered to your bookstore. Please contact your local Sales Representative for more information.

## ACKNOWLEDGMENTS

The seventh edition of *Adolescence* benefitted from the ideas of a carefully selected group of expert consultants, who were listed at the beginning of the Preface. In addition to those reviewers, I also thank the following individuals for their reviews of previous editions:

Geraldine Brookins University of Minnesota  
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 James Byrnes University of Maryland  
 Nancy Galambos University of Victoria  
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 D. Bruce Carter Syracuse University  
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 Dale Shunk Purdue University  
 Frank Ascione Utah State University  
 David K. Bernhardt Carleton University  
 Fredda Blanchard-Fields Louisiana State University  
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 Gregory T. Fouts University of Calgary  
 Charles Fry University of Virginia  
 Margaret J. Gill Kutztown University

**William Gnagey** *Illinois State University*  
**B. Jo Hailey** *University of Southern Mississippi*  
**Dick E. Hammond** *Southwest Texas State University*  
**Frances Harnick** *University of New Mexico, Indian  
Children's Program, and Lovelace-Bataan Pediatric  
Clinic*  
**June V. Irving** *Ball State University*  
**Beverly Jennings** *University of Colorado—Denver*  
**Joline Jones** *Worcester State College*  
**Alfred L. Karlson** *University of Massachusetts—  
Amherst*  
**Lynn F. Katz** *University of Pittsburgh*  
**Emmett C. Lampkin** *Scott Community College*  
**Royal Louis Lange** *Ellsworth Community College*  
**Neal E. Lipsitz** *Boston College*  
**Nancey G. Lobb** *Alvin Community College*  
**Daniel Lynch** *University of Wisconsin—Oshkosh*  
**Ann McCabe** *University of Windsor*  
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**Anne Robertson** *University of Wisconsin—Milwaukee*  
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**Douglas Sawin** *University of Texas*  
**Vern Tyler** *Western Washington University*  
**Carolyn L. Williams** *University of Minnesota*

A final note of thanks goes to my family. Mary Jo Santrock has lived through seven editions of *Adolescence*. I sincerely appreciate her encouragement and support. My daughters—Tracy and Jennifer—have provided me with firsthand experience of watching adolescents develop. Through the years, they have helped me render a treatment of adolescent development that captures its complexity, its subtlety, and its humanity.



# Go THE STUDENT

## How the Learning System Works

This book contains a number of learning features that will help you master the material more effectively. In this section, each of these features is described and visually presented to help you understand how the learning system in the book works.

### Chapter Outline

Each chapter begins with an outline, showing the organization of topics by heading levels. The outline functions as an overview of the chapter's structure.

|                                     |  |
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|-------------------------------------|--|

*It is not enough for parents to understand children. They must accord children the privilege of understanding them.*  
—Milton Saperstein, *Paradoxes of Everyday Life*, 1955

*I come into the fields and spacious palaces of my memory, where are treasures of countless images of things of every manner.*  
—St. Augustine

### IMAGES OF ADOLESCENCE

#### Reading Martina

Barbara Smith is a sixth-grade student at a middle school. Her favorite activity is tennis, so her mother recently bought her a book entitled *Martina*, which is about tennis star Martina Navratilova's life. Barbara finished reading the first eleven pages of the book. She placed it on the table in the hall as she left for tennis practice. Her 8-year-old sister, Nancy, saw Barbara leave the book on the table. She grabbed the book and started to read it. Nancy finished the entire book in 12 minutes. In that 12 minutes, she read several sentences in different chapters as she leafed rapidly through the book. She also studied each of the book's photographs and read some of their captions.

### PREVIEW

As adolescents move through their world, they process information—they perceive, attend, remember, think, solve problems, and draw conclusions. Adolescents thirst to know, understand, and create. In this chapter, we will evaluate the role of information processing in adolescent development, the nature of intelligence in adolescence, the extremes of intelligence, and creativity.

After Barbara returned from tennis practice, she showered, ate, and then read another chapter in *Martina*, which Nancy had returned to its place on the table. She sat quietly for 30 minutes and read the next eighteen pages of the book. A few of the words were difficult, but Barbara got the idea of what Martina's family background was like and how she started to play tennis in her native country of Czechoslovakia. She especially noted how Martina's father spent long hours playing tennis with her and how the dream of being a star.

Nancy, Barbara's younger sister, walked by her room just as Barbara finished reading for the evening. Nancy asked, "Did you like the book? I did." Barbara replied, "You are too little to understand it. They can't read into this book. Their mother heard them begin to argue and went upstairs to intervene. She asked Nancy what the book was about. Nancy

said, "A tennis player. I can't remember her name, though." Barbara laughed and said, "She doesn't know very much, does she?" The mother reprimanded Barbara for teasing Nancy, then walked out into the hall with Nancy and told her not to worry about what Barbara had said.

The next day, the mother went to Barbara's room while Barbara was at tennis practice and picked up the book about Martina. She sat down and skimmed the book in about an hour, forming a general idea of the book's content. As she read, she made mental notes and developed many concepts about Martina's life both on and off the tennis court.

When we read, we process information and interpret it. So reading serves as a practical example to introduce the topic of information processing in adolescence. To read effectively, adolescents have to perceive and attend to a complex set of visual symbols—words. Note that Barbara and her mother attended more to words and sentences, while Nancy attended more to pictures. Another process in reading is holding the information we process in memory. Note that after about an hour of reading, the mother was able to get the gist of the entire book and hold the book's themes in her memory. But Barbara was able to cover only several chapters of the book in this time frame, and at this point, her memory of what the book was about was much more impoverished than her mother's.



Samuels/Adolescence

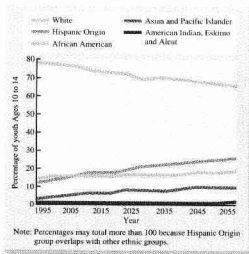


Figure 1.2

**Ethnic Minority Population Increases in the United States.**  
The percentage of African American, Hispanic, and Asian American individuals increased far more from 1982 to 1988 than did the percentage of Whites.

are sociocultural changes more profound than in the increasing ethnic diversity of America's adolescents (Fisher, Jackson & Villarreal, 1997; Halonen & Santrock, 1996) (see Figure 1.2).

Twenty percent of all American children and adolescents under the age of 17 in 1989 came from ethnic minority groups—such as African Americans, Hispanics, Native Americans, and Asian Americans. Projections indicate that, by the year 2030, one-third of all American school-age children will fall into this category. This changing demographic tapestry promises not only the richness that diversity produces but also difficult challenges in extending the American dream to individuals of all ethnic and minority groups. Historically, ethnic minorities have found themselves at the bottom of the economic and social order. They have been disproportionately represented among the poor and the inadequately educated (Feldman, 1995). Half of all African American adolescents and one-third of all Hispanic adolescents live in poverty. School dropout rates for minority youth reach the alarming figure of 60 percent in some urban areas. More about the nature of ethnic minority adolescents in the United States appears in *Sociocultural Worlds of Adolescence*.

Recently, some individuals have voiced dissatisfaction with the use of the term *minority* in the phrase *ethnic minority group*. Such dissatisfaction stems from traditionally associating the term *minority* with inferiority and deficits. Further, the concept of *minority* implies that there is a majority. Indeed, it can be argued that there really is no majority in the United States because Whites are actually



composed of many different ethnic groups, and Whites are not a majority in the world. When the term *ethnic minority* is used in this text, the use is intentional—not to imply that ethnic minority adolescents should be viewed as inferior or deficient in some way, but to convey the impact that minority status has had on many ethnic minority adolescents. The circumstances of each ethnic group are not solely a function of its own culture. Rather, many ethnic groups have experienced considerable discrimination and prejudice. For example, patterns of alcohol abuse among Native American adolescents cannot be fully understood without considering the exploitation that has accompanied Native Americans' history.

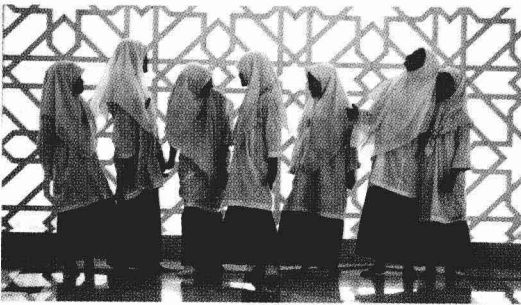
A third, very important dimension of sociocultural contexts that is receiving increased attention is *gender*. *Gender* is the sociocultural dimension of being male or female, while *sex* refers to the biological dimension of being male or female (Unger & Crawford, 1996). Few aspects of adolescent development are more central to adolescents' identity and to their social relationships than their sex or gender (Paludi, 1995). Society's gender attitudes are changing. But how much? Is there a limit to how much society can determine what is appropriate behavior for male and female adolescents? (Eccles & Wigfield, 1997). A special concern of many feminist writers and scholars is that much of the history of interest in adolescence portrays adolescent development with a "male dominant theme." Just as important themes of this book are to examine cross-cultural issues and the role of ethnicity, an important theme is also to extensively examine gender

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Santrock: Adolescence

## Photographs and Legends

Special attention was given to the selection of photographs for *Adolescence*. A number of the photographs were sent in by experts on adolescent development to be included in the text. Legends were carefully written by the author to clarify and elaborate concepts.



Many children and adolescents show an interest in religion, and many religious institutions created by adults (such as this Muslim school in Malaysia) are designed to introduce them to religious beliefs and ensure that they will carry on a religious tradition.

Does this indoctrination work? In many cases it does (Paloutzian, 1996). In general, adults tend to adopt the religious teachings of their upbringing. For instance, individuals who are Catholics by the time they are 25 years of age, and who were raised as Catholics, likely will continue to be Catholics throughout their adult years. If a religious change or reawakening occurs, it is most likely to take place during adolescence.

*Religion enlightens, terrifies, subdues; it gives faith, reflects remorse, inspires resolution, and inflames devotion.*  
—Henry Newman, 1853

Religious issues are important to adolescents (Paloutzian & Santrock, 1997). In one recent survey, 95 percent of 13- to 18-year-olds said that they believe in God or a universal spirit (Gallup & Bealla, 1992). Almost three-fourths of adolescents said that they pray, and about one-half indicated that they had attended religious services within the past week. Almost one-half of the youth said that it is very important for a young person to learn religious faith.

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## Visual Figures

These include both a description of important content information and photographs that illustrate the content.

## Critical Thinking About Adolescence Boxes

These boxes are inserted periodically in each chapter to encourage you to stretch your mind about a topic in that particular section of the chapter.

**CRITICAL THINKING ABOUT ADOLESCENCE**

**Applying Psychology Concepts to Your Own Sexual History**

Think about how you learned the "facts of life." Did most of your information come from well-informed sources? Were you able to talk freely and openly with your own parents about what to expect sexually? Did you acquire some false beliefs through your trial-and-

error efforts? As you grew older, did you discover any aspects of your sexual knowledge that had to be revised because it was in error? Based on your experience in learning about sexuality, how do you think sex education should be addressed as a larger health issue in society? How would you develop your psychological argument based on the evidence? By applying psychology's concepts to your own sexual history, you are learning to think critically by creating arguments based on developmental concepts.



The AIDS epidemic has led to an increased awareness of the importance of sex education in adolescence.

most likely to be introduced. The progression is usually from physiological facts to reproductive facts and issues and then to more complicated, value-laden issues.

Sex education programs vary from one school to the next. Many schools have no sex education program at all. Among those that do, a sex education program can range from a well-developed, full-semester course on human sexuality to a 2-week unit on anatomy and

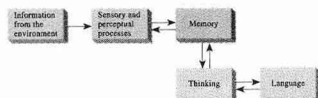
physiology. The most common place for adolescents to be given sex education information is in a tenth-grade biology class. Another factor in quality sex education is the teacher. Most instructors in sex education have majored in biology, health education, home economics, or physical education. Few have extensive coursework in human sexuality. While teachers do not need a Ph.D. in human sexuality to be effective sex education instructors,

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Santrock: Adolescence

## Quotations

Quotations appear in the section opener, twice at the beginning of each chapter, and periodically within each chapter to further stimulate your thinking about the nature of adolescent development.



**Figure 2.4**  
A Simple Model of Information Processing.

for their attraction. Tom would be described as rewarding Ann's behavior, and vice versa, for example. No reference would be made to unconscious thoughts, the Oedipus complex, defense mechanisms, and so on. Behaviorists believe that we should examine only what can be directly observed and measured. At approximately the same time that Freud was interpreting his patients' unconscious minds through early childhood experiences, behaviorists such as Ivan Pavlov and John B. Watson were conducting detailed observations of behavior in controlled laboratory circumstances. Out of the behavioral tradition grew the belief that development is observable behavior, learned through experience with the environment. The two versions of the behavioral approach that are prominent today are the view of B. F. Skinner (1904–1990) and social learning theory.

#### Skinner's Behaviorism

**Behaviorism** emphasizes the scientific study of observable behavioral responses and their environmental determinants. In Skinner's behaviorism, the mind, conscious or unconscious, is not needed to explain behavior and development. For him, development is behavior. For example, observations of Sam reveal that his behavior is shy, achievement oriented, and caring. Why is Sam's behavior this way? For Skinner, rewards and punishments in Sam's environment have shaped him into a shy, achievement-oriented, and caring person. The cause of interactions with family members, friends, teachers, and others, Sam has learned to behave in this fashion.

Since behaviorists believe that development is learned and often changes according to environmental experiences, it follows that rearranging experiences can change development. For behaviorists, shy behavior can be transformed into outgoing behavior; aggressive behavior can be shaped into docile behavior; lethargic, boring behavior can be turned into enthusiastic, interesting behavior.

#### Social Learning Theory

Some psychologists believe that the behaviorists actually are right when they say development is learned and is

influenced strongly by environmental experiences. However, they believe that Skinner went too far in deeming that cognition is unimportant in understanding development. **Social learning theory** is the view of psychologists who emphasize behavior, environment, and cognition as the key factors in development. Neither are we like weather vane, behaving like a Communist in the presence of a Communist or like a John Birch in the presence of a John Birch. Rather, we think, reason, imagine, plan, expect, interpret, believe, value, and compare. When others try to control us, our values and beliefs allow us to resist their control. American psychologists Albert Bandura (1977, 1995, 1997) and Walter Mischel (1995) are the main architects of social learning theory's contemporary version, which was labeled cognitive social learning theory by Mischel (1973). Bandura believes that we learn by observing what others do. Through observational learning (also called modeling or imitation), we cognitively represent the behavior of others and then possibly adopt this behavior ourselves. For example, a boy might observe his father's aggressive outbursts and hostile interchanges with people; when observed with his peers, the young boy might display a style of interaction that is highly aggressive, showing the same behavior as his father. Or a young female might adopt the dominant and sarcastic style of her boss. When observed interacting with one of her subordinates, the young woman says, "I need this work immediately if not sooner; you are so far behind, you think you are ahead!" Social learning theorists believe that we acquire a wide range of such behaviors, thoughts, and feelings through observing others' behavior; these observations form an important part of our development.

Bandura's (1986, 1995, 1997) most recent model of learning and development involves behavior, the person and cognition, and the environment. As shown in figure 2.5, behavior, cognitive and person factors, and environmental influences operate interactively. Behavior can influence cognition, and vice versa; the person's cognitive activities can influence the environment; environmental influences can change the person's thought processes; and so on.

Let's consider how Bandura's model might work in the case of a college student's achievement behavior. As the student diligently studies and gets good grades, her behavior produces positive thoughts about her abilities. As part of her effort to make good grades, she plans and develops a number of strategies to make her studying more efficient. In these ways, her behavior has influenced her thought and her thought has influenced her behavior. At

## Key Terms Definitions

Key terms appear in boldface type with their definitions immediately following in italic type. This provides you with a clear understanding of important concepts.

## Sociocultural Worlds of Adolescence

This boxed feature highlights various dimensions of the cultural, ethnic, and gender worlds of adolescents. Each chapter has one or more "Sociocultural Worlds" boxes.



### SOCIOCULTURAL WORLDS OF ADOLESCENCE

#### Ethnic Minority Adolescents' Peer Relationships

As ethnic minority children move into adolescence and enter schools with more heterogeneous school populations, they become more aware of their ethnic minority status. Ethnic minority adolescents may have difficulty joining peer groups and clubs in predominantly White schools. Similarly, White adolescents may have peer relations difficulties in predominantly ethnic minority schools. However, schools are only one setting in which peer relations take place; they also occur in the neighborhood and in the community (Jones & Costin, 1997).

Ethnic minority adolescents often have two sets of peer relationships, one at school, the other in the community. Community peers are more likely to be from their own ethnic group in their immediate neighborhood. Sometimes, they go to the same church and participate in activities together, such as Black History Week, Chinese New Year's, or Cinco de Mayo Festival. Because ethnic group adolescents usually have two sets of peers and friends, when researchers ask about their peers and friends, questions should focus on both relationships at school and in the neighborhood and community. Ethnic minority group adolescents who are social isolates at school may be sociometric stars in their segregated neighborhood.

Also, because adolescents are more mobile than children, inquiries should be made about the scope of their social networks.

In one investigation the school and neighborhood friendship patterns of 292 African American and White adolescents who attended an integrated junior high school were studied (Dufresne & Hirsch, 1990). Most students reported having an other-ethnic school friend, but only 28 percent of the students saw such a friend frequently outside of school. Reports of an interethnic school friendship that extended to nonschool settings were more common among African American adolescents than White adolescents and among adolescents who lived in an integrated rather than a segregated neighborhood. African American adolescents were more likely than White adolescents to have extensive neighborhood friendship networks, but African American adolescents said they talked with fewer friends during the school day.

Of special interest to investigators is the degree of peer support for an ethnic minority adolescent's achievement orientation. Some researchers argue that peers often dissuade African American adolescents from doing well in school (Murdock & Davis, 1994). However, in one investigation, peer support of achievement was relatively high among Asian American adolescents, moderate among African American and Latino adolescents, and relatively low among Anglo-American adolescents (Brown & others, 1990). The low peer support of achievement among Anglo-American adolescents possibly is due to their strong individual, competitive, and social comparison orientation.



Adolescent peer relations take place in a number of settings—at school, in the neighborhood, and in the community, for example. Ethnic minority adolescents often have two sets of peer relationships—one at school, the other in the community. A special interest is the degree to which peers support an ethnic minority adolescent's achievement orientation.

Chapter 7: Peers

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## CONCEPT TABLE 16.2 Stress and Coping

| Concept                   | Processes/Related Ideas  | Characteristics/Description   |
|---------------------------|--|---|
| <b>Stress</b>             | What is stress?<br><br>Factors in stress<br><br>Resilience   | Stress is the response of individuals to the circumstances and events, called stressors, that threaten them and tax their coping abilities.<br><br>Among the most important factors involved in stress are physiological factors, such as the body's response to stress; environmental factors, such as approach/avoidance, avoidance/avoidance, and approach/avoidance conflicts; personality factors such as the Type A behavior pattern; cognitive factors, such as cognitive appraisal; and sociocultural factors, such as acculturative stress and poverty.<br><br>Three sets of characteristics are reflected in the lives of children and adolescents who show resilience amid adversity and disadvantage: (1) cognitive skills and positive responsiveness to others, (2) families marked by warmth, cohesion, and the presence of a caring adult, and (3) the presence of some source of external support.   |
| <b>Coping with Stress</b> | Removal of stress, defense mechanisms, and problem-focused coping<br><br>Approach and avoidance strategies<br>Positive thinking and self-efficacy<br><br>Support systems<br><br>Multiple coping strategies | Most adolescents are confronted with more than one stressor. Removing one stressor can be very beneficial. In most cases, problem-focused coping is better than emotion-focused coping and the use of defense mechanisms, especially in coping with stress over the long term.<br><br>Approach strategies are favored over avoidance strategies.<br><br>Most of the time, adolescents should think positively and avoid negative thoughts. An optimistic attitude produces a sense of self-efficacy. Positive self-illusions can improve some adolescents' lives, but it is important to guard against unrealistic expectations. A strategy of defensive pessimism helps some adolescents to cope more effectively.<br><br>Close, positive attachments to others—especially to family and friends—consistently show up as important buffers to stress in adolescents' lives. Adolescents often can and should use more than one coping strategy in dealing with stress. |

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Sumack: Adolescence

## Concept Tables

Twice in each chapter this feature provides a review of what has been discussed up to that point in the chapter. This effective learning feature helps you to get a handle on material several times a chapter so you don't have to wait until the very end of the chapter, when you would have too much information to digest.

## Summary

The overview section consists of two parts: (1) a brief summary of the chapter's main contents; and (2) a cognitive map that provides you with a visual organization of the chapter's main topics.

## Key Terms

The key terms that were boldfaced in the chapter are listed at the end of the chapter and are page-referenced.

### KEY TERMS

|  |   |   |
|--|---|---|
| reciprocal socialization 173                 | becoming parents and families with children 178 | desocialization 185                           |
| synchrony 173                                | family with adolescents 180                     | resocialization 186                           |
| developmental construction views 174         | family at midlife 180                           | second individuation crisis 186               |
| continuity view 174                          | family in later life 180                        | secure attachment 187                         |
| discontinuity view 175                       | authoritarian parenting 181                     | insecure attachment 187                       |
| leaving home and becoming a single adult 178 | neglectful parenting 181                        | family structure model of divorce effects 192 |
| launching 178                                | indulgent parenting 181                         | multiple-factor model of divorce effects 192  |
| new couple 178                               | satellization 185                               | boundary ambiguity 194                        |

### PRACTICAL KNOWLEDGE ABOUT ADOLESCENCE



**How to Deal with Your Parents**  
(1991) by Lynn Osterkamp.  
New York: Berkley Books.

This book was written for adult children who want to understand and improve their relationships with their parents. Author Lynn Osterkamp is a nationally recognized expert on family conflict and communication. She helps young adults answer such important questions as these:

Why are so many grown-up people still worrying about what their parents think?  
Why can't you talk to them the way you talk to other people?

Why do you keep having the same arguments?  
How can you stop feeling guilty?  
How can you change family gatherings, holidays?  
How can you stay out of their relationship and keep them out of yours?

What role would you like for your parents to play in your life today?  
How can you make lasting changes?  
The book is filled with personal accounts and gives young adults, as well as middle-aged adults, specific strategies for improving communication and resolving conflict with their parents.



**Between Parent & Teenager**  
(1969) by Haim Ginott.  
New York: Avon.

Despite the fact that *Between Parent & Teenager* is well past its own adolescence (it was published in 1969), it continues to be one of the most widely read and recommended books for parents who want to communicate more effectively with their teenagers. Author Haim Ginott was a clinical psychologist at Columbia University who died in 1973. Ginott describes a number of commonsense solutions and strategies. For Ginott, parents' greatest challenge in the teenage years is to let go when they want to hold on. Only by letting go can a peaceful and meaningful co-

existence be reached between parents and teenagers, he says. Throughout the book, Ginott connects with parents through catchy phrases such as "Don't collect thorns" (which instructs parents that when they see imperfections in themselves, they often expect perfection on the part of their teenagers) and "Don't step on corns" (which educates parents that adolescents have many imperfections about which they are very sensitive, ranging from titts to dimples). Teenagers don't need parents to remind them of these imperfections.

This book is very entertaining reading and is full of insightful interchanges between parents and teenagers. Ginott's strategies can make the world of parents and adolescents a kinder, gentler world.

Chapter 6: Families

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## Practical Knowledge About Adolescence

Appearing near the end of each chapter, this feature provides a brief review of books that include practical information to help adolescents live more effective lives.

## Resources for Improving the Lives of Adolescents

This intervention tool describes a large number of resources that can be contacted to improve the lives of adolescents. Most listings include both addresses and phone numbers.



Families continue to play a powerful socializing role in development during the adolescent years. A balanced emphasis on independence, connectedness, and moderate, rather than severe, conflict characterizes the contemporary view of family relationships during adolescence.

We began this chapter by studying the nature of family processes, including reciprocal socialization, synchrony, and the family as a system, the developmental construction of relationships, maturation of the adolescent and maturation of par-

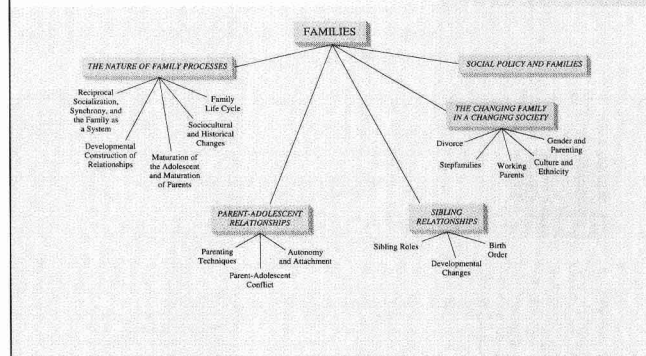
## SUMMARY

ents, sociocultural and historical changes, and the family life cycle.

We also studied parenting techniques and parent-adolescent conflict, autonomy and attachment in adolescence, and sibling relationships, including sibling roles and comparisons with other social agents, developmental changes in sibling relationships, and birth order. We learned about the changing family in a changing society, focusing on the effects of divorce, stepfamilies, working parents, culture and ethnicity, and gender and parenting. And we

examined the nature of social policy and families.

Don't forget that you can obtain an overall summary of the chapter by again studying the two concept tables on pages 190 and 201. Earlier in this chapter we found that adolescents' family and peer worlds are more connected than once was believed. In the next chapter, we explore in greater detail the fascinating world of adolescent peer relations as we continue our coverage of the social contexts of adolescent development.



## RESOURCES FOR IMPROVING THE LIVES OF ADOLESCENTS

**American Anorexia/Bulimia Association**  
133 Cedar Lane  
Teaneck, NJ 07666  
201-836-1800

This organization provides information, referrals, and publications related to anorexia nervosa and bulimia.

**Building Health Programs for Teenagers (1986)**  
Children's Defense Fund  
25 E Street NW  
Washington, DC 20001  
202-626-8767

This information provides help in developing health programs for adolescents. A number of excellent ideas about health programs are presented.

**Canadian Institute of Child Health/Institut Canadien de la Santé Infantile**  
885 Meadowlands Drive East, Suite 512  
Ottawa, Ontario, K2C 3N2  
613-224-4144

The Institute monitors the health of Canadian children, fosters the health and well-being of mothers and infants, promotes a healthy and safe environment to reduce childhood injuries, promotes the physical and socioemotional development of children and encourages individuals and communities to improve the environment for all children and youth.

**Comprehensive Adolescent Health Services in the United States (1992)**  
by Jonathan Klein and others  
The Search Institute  
Thresher Square West  
Suite 210  
700 South Third Street  
Minneapolis, MN 55415  
1-800-888-7828

This document is based on the first national census of adolescent health programs. It reviews more than six hundred existing programs that provide comprehensive or integrated health services to adolescents. Relevant differences between school-based, hospital-based, public health, and other program models are discussed.

### Journal of Adolescent Health Care

This journal includes articles about a wide range of health-related and medical issues, including reducing smoking, improving nutrition, health promotion, and physicians' and nurses' roles in reducing health-compromising behaviors of adolescents.

### Journal of School Health

This journal covers research and programs that involve school-related dimensions of health, including a number of health education programs.

**Kids Help Phone/Juunesse J'Ecoute**  
2 Bloor Street West, Suite 100, Box 513  
Toronto, Ontario M4W 3E2  
416-921-7827  
800-668-6868

Kids Help Phone is Canada's only bilingual, confidential, 24-hour, toll-free telephone help line for children and teens. Staffed by professionals, the Help Phone provides counseling, educational information and referral services to youth.

**The LEARN Program for Weight Control (1988)**  
by Kelly Brownell  
Dallas: American Health

This program can help adolescents change their lifestyle in order to lose weight. Author Kelly Brownell is a highly respected authority on dieting and eating disorders. LEARN stands for Lifestyle, Exercise, Attitudes, Relationships, and Nutrition. Brownell weaves his LEARN program through sixteen lessons.

**The New Aerobics for Women (1988)**  
by Kenneth Cooper and Mildred Cooper  
New York: Bantam

Older adolescent and college females can benefit from this excellent book on exercise that also includes sound dietary information.

**Stop Teenage Addiction to Tobacco**  
121 Lyman Street, Suite 210  
Springfield, MA 01103

This organization's goal is to reduce teenage smoking, especially by controlling tobacco company advertising and better enforcement of laws prohibiting tobacco sales to minors. It publishes a newsletter, *Tobacco and Youth Reporter*.



## Exploring Adolescent Development

This end-of-chapter feature lets you see how the scientists who study adolescents actually conduct their research investigations.



### EXPLORING ADOLESCENT DEVELOPMENT

To further explore the nature of adolescent development, we will examine a research study on moral reasoning about sexually transmitted diseases and discuss adolescent volunteerism.

---

#### RESEARCH ON ADOLESCENT DEVELOPMENT

##### Moral Reasoning About Sexually Transmitted Diseases

**Featured Study**  
Jalack, R. A., Hyde, J. S., Moore, C. F., & Keller, M. L. (1995). Moral reasoning about sexually transmitted diseases. *Child Development*, 66, 167-177.

The purpose of this study was to investigate moral reasoning related to sexual behavior that could lead to the development of sexually transmitted diseases. Kohlberg's and Gilligan's cognitive developmental theories provided the conceptual framework for the study.

**Method**  
The subjects were 40 college freshmen (mean age = 18.3 years) and 32 college seniors (mean age = 22.3 years). They were presented with hypothetical dilemmas about situations in which sexually transmitted diseases (STDs) could be transmitted. Respondents were asked to explain why they believed that the characters involved in the dilemmas should or should not engage in risky behaviors.

Four moral dilemmas were presented to the students. One dilemma involved a caring relationship in which the protagonist is deciding, before sexual intercourse, whether to tell his partner that he has genital herpes, risking rejection from the partner. Another dilemma involved a casual, noncaring relationship in which the protagonist is deciding whether to tell previous partners about newly diagnosed genital warts.

#### Results and Discussion

The college students' responses to the moral dilemmas were scored based on Kohlberg's and Gilligan's theories. The college seniors were at a higher stage of reasoning in Kohlberg's theory than were the college freshmen. Typically, the 18-year-olds reasoned at a combined stage 2-stage 3 level, or at a stage 3 level, while the 22-year-olds reasoned at a combined stage 3-stage 4 level, or at a stage 4 level. The 22-year-olds' typical reasoning extended into topics of responsibility and obligation in relationships. Unexpectedly, there were no gender differences in the students' moral reasoning.

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#### ADOLESCENT HEALTH AND WELL-BEING

##### Volunteerism

Marian Wright Edelman (1992) paints the following portrait to illustrate why we need more volunteers to help children:

- Every morning, 100,000 American children wake up homeless.
- Every 13 seconds, an American child is reported neglected or abused.
- Every 32 seconds, an American baby is born into poverty.
- Every 64 seconds, a baby is born to a teenage mother.
- Every 13 hours, an American preschooler is murdered.

To help safeguard and support our nation's children, we need more people, including adolescents, to volunteer their time and effort. Helping does not take wealth or power. What it does take is caring, hard work, and persistence.

In many cases, adolescents are willing to help children in need but are never asked to help. Adolescents are nearly four times as likely to volunteer when asked than when they were not asked (Harkoff & Kiopp, 1992).

Adults and adolescents can help children in their communities by donating their time and talent to

not take wealth or power. What it does take is caring, hard work, and persistence.

In many cases, adolescents are willing to help children in need but are never asked to help. Adolescents are nearly four times as likely to volunteer when asked than when they were not asked (Harkoff & Kiopp, 1992).

Adults and adolescents can help children in their communities by donating their time and talent to

## Adolescent Health and Well-Being

Closing each chapter, this feature highlights information that will help to improve adolescent health and well-being. Special attention is given to helping at-risk adolescents.

## Glossary

Key terms are defined alphabetically in an end-of-book glossary, along with their page references.

# GLOSSARY

**abnormal behavior** Behavior that is maladaptive and harmful. 409

**abstract relations** Fischer's term for the ability of an adolescent to coordinate two or more abstract ideas; this ability often appears for the first time between 14 and 16 years of age. 121

**accommodation** This occurs when individuals adjust to new information. 107

**acculturation** Cultural change that results from continuous, firsthand contact between two distinctive cultural groups. 280, 517

**acculturative stress** The negative consequences of acculturation. 517

**achievement motivation** The desire to accomplish something, to reach a standard of excellence, and to expend effort to excel. 440

**achievement test** This type of test measures what has been learned, or what skills have been mastered. 148

**active (niche-picking) genotype-environment interactions** The type of interactions that occur when adolescents seek out environments they find comparable and stimulating. 82

**addiction** Physical dependence on a drug. 471

**adolescence** The developmental period of transition from childhood to early adulthood; it involves biological, cognitive, and socioemotional changes. 24

**adolescent egocentrism** The heightened self-consciousness of adolescents, which is reflected in their belief that others are as interested in them as they themselves are and in their sense of personal uniqueness. 122

**adolescent generalization gap** Adelson's concept of widespread generalizations about adolescents based on information about a limited, highly visible group of adolescents. 13

**adoption study** A study in which investigators seek to discover whether, in behavior and psychological characteristics, adopted children and adolescents are more like their adoptive parents, who provided a home environment, or their biological parents, who contributed their heredity. Another form of adoption study is to compare adoptive and biological siblings. 80

**aerobic exercise** Sustained exercise, such as jogging, or swimming, that stimulates heart and lung activity. 510

**affectionate love** Also called companionate love, this love occurs when an individual desires to have another person near and has a deep, caring affection for that person. 232

**AIDS** Acquired immune deficiency syndrome, a primarily sexually transmitted disease caused by the HIV virus, which destroys the body's immune system. 386

**alteration model** This model assumes that it is possible for an individual to know and understand two different cultures. It also assumes that individuals can alter their behavior to fit a particular social context. 280

**altruism** Unselfish interest in helping another person. 416

**amphetamines** Called pep pills or uppers; these are widely prescribed stimulants, sometimes in the form of diet pills. 476

**anal stage** The second Freudian stage of development, occurring between 1½ and 3 years of age, in which the child's greatest pleasure involves the anus or the eliminative functions associated with it. 44

**androgens** The main class of male sex hormones. 89

**androgyny** The presence of a high degree of desirable feminine and masculine characteristics in the same individual. 354

**anorexia nervosa** An eating disorder that involves the relentless pursuit of thinness through starvation. 509

**anticonformity** This occurs when individuals react counter to a group's expectations and deliberately move away from the actions or beliefs the group advocates. 214

**approach/approach conflict** This occurs when an individual must choose between two attractive stimuli or circumstances. 513

**approach/avoidance conflict** This occurs when there is a single stimulus or circumstance, but it has both positive and negative characteristics. 515

**approach strategies** Coping strategies that include cognitive attempts to understand the stressor and behavioral attempts to cope with the stressor by dealing directly with it or its consequences. 520

**aptitude test** This type of test predicts an individual's ability to learn a skill, or what the individual can accomplish with training. 148

**aptitude-treatment interaction (ATI)** This interaction stresses the importance of both the attitudes and the characteristics of the adolescent, such as academic potential or personality traits, and the treatments or experiences, such as the educational techniques, that the adolescent receives. Aptitude refers to such characteristics as the academic potential and personality characteristics on which students differ; treatment refers to educational techniques, such as structured versus flexible classrooms. 256

**assimilation** The absorption of ethnic minority groups into the dominant group, which often means the loss of some or virtually all of the behavior and values of the ethnic minority group. 107, 208

**attention** The concentration and focusing of mental effort. Attention is both selective and shifting. 137

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